DOCUMENT RESUME

ED 283 586 JC 870 343

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TITLE Transfer and Articulation among the Public Institutions of Higher Education in New Jersey. A Report to the Chancellor.
INSTITUTION Florida State Univ., Tallahassee. State and Regional Higher Education Center.
PUB DATE 15 Jul 87
NOTE 64p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Articulation (Education); *College Transfer Students; Community Colleges; Higher Education; Public Colleges; State Surveys; State Universities; *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS *Full Faith and Credit Policy; *New Jersey

ABSTRACT

Between May 15 and July 15, 1987, a study was conducted of transfer and articulation among the public institutions of higher education in New Jersey. The focus of the study was the Full-Faith-and-Credit Policy (FFAC) of New Jersey among the county colleges and state colleges, as well as the Rutgers University System and the New Jersey Institute of Technology (NJIT). Information was obtained through surveys, on-site interviews, official articulation agreements, college catalogs, and other related documents provided by the colleges or the Department of Higher Education (DHE). Study findings included the following: (1) the state and county colleges were unanimous in viewing the FFAC as a desirable policy, though the county colleges tended to describe it more as a concept while the state colleges saw it as an operational reality; (2) an analysis of college catalogs revealed an absence of any formal declaration of commitment to the FFAC by the state colleges, while the catalogs of the county colleges made claims of acceptance of credits that were not supported by data on actual student transfers; and (3) none of the state colleges had over 45% of the county college transfers admitted to the junior class--the requirement of the FFAC. The study report includes results for NJIT, the Rutgers University System, and private institutions in New Jersey; an analysis of problems in such areas as policy versus action, the reality of the FFAC, internecine warfare, catalogues, and transfer/articulation inititations; and recommendations for the State Board of Higher Education and the Chancellor, the DHE, the Transfer Advisory Board, and the county and state colleges. (EJV)

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TRANSFER AND ARTICULATION AMONG THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN NEW JERSEY

A Report to The Chancellor

Dr. Louis W. Bender, Director
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TRANSFER AND ARTICULATION AMONG THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN NEW JERSEY

A Report to The Chancellor

July 15, 1987

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EXECUTIVE SUMMARY

Between May 15 and July 15, 1987, Dr. Louis W. Bender, Professor of Higher Education and Director of the State and Regional Higher Education Center at The Florida State University conducted a study of transfer and articulation among the public institutions of higher education in New Jersey as part of a consultant agreement with the Chancellor. The focus of the study was the Full-Faith-and-Credit Policy (FFAC) of New Jersey among the county colleges and state colleges as well as Rutgers, the State University, the New Jersey Institute of Technology (NJIT). Information on the relationship between the state colleges and county colleges was derived from institutional responses to a letter from the consultant that asked five open-ended questions together with official articulation agreements, college catalogues, and other related documents provided by the institutions or the Department of Higher Education (DHE). Information associated with Rutgers and NJIT was derived from interviews with institutional officials during a June 9-11, 1987 site visit to New Jersey together with institutional reports and documents provided. Finally, members of the Transfer Advisory Board (TAB) and senior level DHE staff were also interviewed during the same visit.

The public policy in New Jersey growing out of legislation, executive orders, and regulations of the New Jersey Board of Higher Education (SBHE) can be classified under the three broad goals of ACCESS, EQUITY, and QUALITY. The FFAC Policy relates to the EQUITY goal of higher education that any citizen taking advantage of the public higher education opportunity in New Jersey be treated fairly at each and every level of education as well as for comparable fairness between and among the public institutions themselves. Other outcomes associated with the FFAC Policy can impinge on the ACCESS and QUALITY goals as well.

Transfer and articulation problems and issues are rooted in the reality that colleges and universities represent different cultures in terms of their belief systems and the behavior that gives these beliefs meaning. Therefore, state level policy, in the absence of a willingness on the part of the different institutions to understand and respect the differences in each other's organizational cultures, cannot succeed. Articulation calls for cooperation at the faculty and department level, but too often participating institutions cooperate only when it suits their own interests. The tone for the implementation of articulation policies is established by institutional leaders. When institutional leaders are lukewarm or even hostile toward cooperation, policies have little bearing on the transfer opportunities actually provided to individual students.

Certain assumptions undergird FFAC and articulation in New Jersey. One assumption is that FFAC and articulation agreements will provide a 2+2 continuum for county college graduates with AA and AS degrees. It further assumes that continuity will foster a greater allegiance of New Jersey residents to New Jersey colleges and universities and thus contribute to strengthening the economic development of the state by retaining its most talented students. In the final analysis, higher education in New Jersey is one of the tools by which the state attempts to compete with other states in the long-term struggle for economic prosperity.

Now that the Transfer Advisory Board has been established, it can be anticipated that issues related to transfer and articulation will increasingly become public. As the true scope and magnitude of transfer and articulation problems are revealed in the near future, the opportunity and time for resolution by the higher education community itself will be brief indeed, if the experience of other states holds true. There is a public interest involved and in some states courts have acted in response to consumer protection claims while in other states the Executive or Legislative branch has used sanctions or mandates to assure the primacy of the public interest when institutions have refused to look beyond their own self-interest.

The State Colleges and County Colleges: Letters from the institutions are unanimous in viewing the FFAC as a desirable policy. County college respondents tend to describe it more as a concept while the state college respondents describe it as an operational reality. The shortcomings or weaknesses of the policy identified by the respondents relate to transferability of credits, the general education requirements, as well as content and rigor issues. Both state college and county college respondents identified loss of credit and classification of course work in meeting program requirements as the focus of student grievances experienced by the institutions. The respondents felt the FFAC needed and could be strengthened through DHE leadership together with improved channels of communication between the institutions.

Analysis of the college catalogues reveals an absence of any formal declaration of commitment to FFAC by the state colleges. County college catalogues, on the other hand, sometimes include claims of acceptance and transfer of credits which the data on actual student transfers does not support.

According to a DHE study dated September 19, 1986, titled "Trends Enrollment of Transfers in New Jersey Colleges", none of the state colleges had over 45 percent of the county college transfers admitted to the junior class, the requirement of FFAC. Over half of all transfers to New Jersey's state colleges are freshman which would suggest that the state colleges and county colleges are more competitors than complementary elements of an articulated 2+2 system (thus complicating the ACCESS goal).

Evidence that students suffer can be seen in the percentage of credits not accepted upon transfer by county college graduates. Mercer County Community College reported on experiences of its graduates for various years between 1975 and 1983 which revealed a growing trend toward graduates losing the equivalent of one or more academic terms as the result of credit loss upon transfer. Nearly 59 percent of the class of 1975 respondents had all credits accepted while nearly 11 percent lost the equivalent of at least one academic term. For the class of 1983 the profile had deteriorated whereby over twice as many had lost the equivalent of an academic term or more (25%) and the population with all credits accepted had dropped to 45 percent of the respondent population.

If the Mercer data is reflective of experiences of other county college graduates, then the following conclusion might be reached: **Less than 50 percent of county college graduates who transfer have all credits accepted and since only 25 percent of all undergraduate transfers at the state colleges are at the junior or higher class levels; the Full-Faith-and-Credit Policy in New Jersey is more myth than reality.**

New Jersey Institute of Technology: NJIT has established an upper division entry level that recognizes associate degree graduates upon transfer as juniors. It has put into place a recruitment and admissions program tailored to the associate degree graduate transfer including a transfer orientation program and a designated office responsible for an ombudsman function. Articulation activities of NJIT are impressive in both style and content since examination of programs and courses as part of the articulation agreement process is carried out by faculty-to-faculty meetings with NJIT hosting department chairs and faculty of the county colleges for discussion and agreements on course requirements, content emphases, standards, grades, and related information. One of the innovative consequences of such communication and cooperation is the existence of several "transition courses" taught on the county college campus by NJIT faculty during the student's last year which accommodate the special junior year requirements of NJIT before and as part of the associate degree completion. Equally impressive and important is the fact that NJIT provides ongoing follow-up on the academic progress of transfer students and feeds back such information twice a year to each of the county colleges. The report also includes aggregate information on the success of students at the other county colleges (anonymously) to assist an institution to compare its work with other county colleges. This clearly contributes to the QUALITY goal of New Jersey by alerting county colleges to any potential problem areas.

The Rutgers University System: There are ten generally autonomous units of Rutgers, each with its own unique policies, programming, traditions, and requirements. Rutgers, as a complex research university, represents an organizational culture quite different than either the county colleges or state colleges.

Furthermore, the primary public interest served by the mission and purposes of Rutgers is different as well.

All ten units of Rutgers do, in fact, accept transfer students. In fact, Rutgers has studied the success pattern of county college transfer students and found that overall they fare as well as other students. When associate degree graduate transfers were compared with those who transferred before completing the associate degree at Rutgers, there was an even higher success ratio and quality grade point average for the associate degree graduate.

Rutgers-Camden and Rutgers-Newark are far more oriented toward articulation and enrollment of transfer students than is the New Brunswick campus. Nevertheless, in 1985 an activity titled "Transfer Articulation Project" was initiated at New Brunswick with the goal of evaluating course offerings of the county colleges. Initially, three colleges (Bergen, Burlington, and Middlesex) were invited to participate by sending their course syllabi of all courses by individual departments to Rutgers where the individual units and the faculty carried out a series of course-by-course evaluations and then reported their judgments back to the county colleges. Interestingly, some of the courses recognized by different units of Rutgers would not be recognized in the articulation course-by-course agreements of some of the state colleges (thus reflecting the "Catch-22" dilemma of many county college transfer students).

A series of questions grow out of the Rutgers situation:

> Why does Rutgers University not establish an upper division entry level that recognizes the results of its own research which shows both the success rate and quality achievement level is enhanced by accepting associate degree graduates at transfer?
>
> Why should the articulation activities be carried out omnipotently by having county college faculty submit syllabi for review and judgment at Rutgers absent an opportunity for faculty-to-faculty discussion and negotiation?
>
> Why should Rutgers as "the state university" not be included in the SBHE Full-Faith-and Credit Policy?

Other Problem Areas: Major problems are identified with the validation techniques or requirements of some professional accrediting agencies, particularly the American Assembly of Collegiate Schools of Business. Transferability of courses in early childhood/elementary/business education, in music, in business, and in engineering were identified.

A major problem area confronting New Jersey is the absence of a data base that asks the right questions relevant to transfer and articulation problems and issues. The Students Unit Record Enrollment System (S.U.R.E.) offers the technology to achieve this important information source.

Transfer Advisory Board: The TAB offers considerable potential for addressing the problems identified by this study. The two charges for TAB action made by the Chancellor in his Memorandum of Appointment are appropriate and cogent. The subsequent structure and strategy for its work adopted by TAB is equally valid. The problem confronting TAB will be to move from a grievance and problem solving function to a proactive and anticipatory posture of fostering positive working relationships among the sectors and improvement in the "sense of system" by the public institutions in New Jersey.

RECOMMENDATIONS

The State Board of Higher Education and the Chancellor

1. It is recommended that development of a 2+2 concept be established as the highest priority of the Full-Faith-and-Credit Policy. To accomplish the 2+2 concept in New Jersey, the lower and upper division designations should be more clearly delineated with an expectation that upper division entry at all state colleges have services and programming comparable to that of lower division entry such as recruitment, admissions, orientation, scholarship incentives, advisement, and so forth.

2. It is recommended that such a concept be strengthened and formalized within three years if institutions have not taken the initiative voluntarily. Formalization can be accomplished by challenge grant programs and other positive incentives or by enrollment caps, differential upper division funding, or licensure evaluation requirements.

3. The Chancellor should call upon Rutgers University to clarify its responsibility and commitment to the Full-Faith-and-Credit Policy. Answers to the questions listed on p. 32, should be provided. In the judgment of the consultant, merely extending the Full-Faith-and-Credit Policy by the Board of Higher Education to Rutgers will not necessarily solve the problem. In the final

analysis, the human element of commitment and not a policy statement are at issue. NJIT provides an excellent model for Rutgers, as the flagship state university that aspires to fulfill both its international research and state university purposes.

4. The Board should in both public statements and through decisive action demonstrate its intent for the Transfer Advisory Board to have jurisdiction over problems related to transfer, the rights of students, and the continuity of programs and practices. **In accomplishing this, the Deputy Chancellor should be designated an ex-officio member of TAB and should actively participate in its deliberations.** TAB should be proactive, examining issues and potential areas of concern on an anticipatory basis to recommend policies that will result in a smoother and more effective progression of the student to the two levels of public higher education in New Jersey.

The Department of Higher Education

1. The DHE should take a leadership role in fostering the 2+2 concept and the transfer articulation agreement process. The Chancellor should call for an annual action program by his Directors designed to convene representatives (ranging from presidents to faculty) of the various sectors to deal with specific issues and problems either existent or emerging. The Transfer Advisory Board will be a vital source for issue identification and prioritization.

2. The DHE should systematically collect data on transfer and articulation including entry level patterns, credit award patterns, success patterns, and related measures that are regularly published and disseminated. This should include examination of the county college programs and student success as well as senior institution service of transfer students.

3. The Department should examine the categorical program priorities with the goal of providing financial incentives for joint faculty cooperation across sectors aimed at removing transfer/articulation barriers.

4. The Department should develop a computerized articulation data bank that enables counselors and advisors to know the curriculum and course requirements of majors by institution. Such academic advisement programs already exist in a number of states and are accessible by terminal to each campus.

5. The Department should take a leadership role in working toward greater uniformity in definition and programming of the general education requirement.

The Transfer Advisory Board

1. The consultant realizes that TAB is in its organizational stages. The present conceptualization of purposes and the organizational strategies for achieving those purposes appear to be both appropriate and effective. The long-term goal of TAB should be to evolve from oversight/monitoring and adjudication to proactive and anticipatory in examining potential problem areas or areas of opportunity that will result in more effective progression of students through the levels.

2. The Student Unit Record Enrollment System should become a valuable resource to TAB. It should explore the data elements involved to determine whether all transfer and articulation issues can be answered from the present base. Revision or modification may be needed.

3. An example of the anticipatory action might be to study the credit loss patterns of out-of-state transfers to New Jersey senior colleges versus county college transfers to detect whether proslytizing is occurring. A concomitant study might be an analysis of community college transfers to out-of-state institutions in order to determine the extent to which county colleges are encouraging their students to leave their state.

County Colleges and State Colleges

1. All college catalogues should carry an official declaration of adhering to the Full-Faith-and-Credit Policy of New Jersey. Incomplete or inaccurate information related to FFAC should be removed. Catalogues should clearly describe all offices and programs related to transfer and articulation as well as the recommended 2+2 concept described earlier.

2. State colleges should recognize that the base budget approach which succeeded the earlier practice of enrollment driven budgeting provides an opportunity for internal program priorities. National studies have demonstrated that upper division programming can be enhanced economically by associate degree graduate transfer students. Furthermore, the increased odds for actual graduation offers an investment to be realized in future years from alumni giving campaigns. Voluntary budget support for the upper division in the present system of base funding resides with the leadership of the state colleges. It is recommended that appropriate action be taken to avert potential future differential enrollment budgeting as has occurred in some states.

3. Both state colleges and county colleges should designate an official articulation/ transfer office responsible for articulation between the county colleges and state colleges. These offices should provide a range of equity-related services. An ombudsman function should be available for transfer students while a similar function should be provided for departments or individual faculty who, at either the state colleges or community colleges seek resolution of misunderstandings, establish communications or handle grievances ranging from credit transfer arguments to inappropriate textbook or course content offerings and so forth. The articulation/ transfer office has been a distinguishing characteristic in those states where transfer and articulation works best. Representatives should regularly be in attendance at all TAB meetings to enhance communication and cooperation.

4. The community colleges should strengthen their capability to provide students with accurate information on transferability of all of their degree programs, including clarification of the AAS as an applied/ practical education program that only should interface with baccalaureate level applied/ practical programs.

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I. INTRODUCTION

The Study

Since its establishment in 1966, the New Jersey Board of Higher Education has sought to develop statewide policies governing program articulation and transferability of credits between two-year and four-year colleges. The 1970 Goals for Higher Education in New Jersey: Phase I called for two-year graduates to be guaranteed a place in one of the state's four-year colleges. In 1973, the Board adopted the Full-Faith-and-Credit-Policy (hereafter often referred to as FFAC) which, in summary, stated graduates of approved transfer programs of the county colleges were guaranteed admission at a state college, as well as acceptance of their AA and AS degree programs to meet the general education requirements of the four-year institution and thus not require more than 68 credits for a baccalaureate unless a change of major had occurred. This policy was endorsed in the 1981 Statewide Plan for Higher Education in which the SBHE urged its extension to Rutgers and NJIT as well as to the independent institutions of the state. In 1983, the Full-Faith-and-Credit-Policy was amended to read: "General education credits earned by graduates of approved transfer programs shall be accepted in their entirety toward the general education requirement at the state colleges." (The previous "...met all general education requirements..." was thus modified.)

Subsequent to adoption of the 1981 Statewide Plan, the county and state colleges established a Joint Articulation Task Force comprised of chief academic officers intended to facilitate the purposes and goals of the Full-Faith-and-Credit-Policy. In a November 12, 1986 memorandum to the SBHE, Chancellor T. Edward Hollander observed:

> Nevertheless, some confusion still exists in the state and county college sectors with respect to transfer articulation and the meaning of the Full-Faith-and-Credit-Policy. Transcript evaluation procedures and the timing of such evaluations are inconsistent across institutions. At this point, it is not fully clear whether these are endemic problems of articulation or only represent issues requiring fine tuning and better understanding of the policy.

One of the recommendations made by the Chancellor in that memorandum was appointment of a Transfer Advisory Board (TAB) with two charges: (1) To develop recommendations to the Chancellor regarding appropriate articulation policy; and (2) To make recommendations to the colleges regarding the solution of individual transfer problems. A second recommendation in the same memorandum called for commissioning a study of transfer articulation issues by a panel of consultants that would:

1. Examine the transferability of credits between New Jersey institutions of higher learning, and the implementation of both negotiated articulation agreements and the Full-Faith-and-Credit-Policy of the Board of Higher Education.

2. Identify successful Full-Faith-and-Credit policies and articulation processes and models from around the country.

3. Make recommendations to the Chancellor concerning changes in current Board of Higher Education policy needed to improve the transfer articulation process between the state and county colleges.

4. Study the question of whether there should be a Full-Faith-and-Credit Policy regarding the entrance of county college AA and AS graduates to Rutgers, The State University and New Jersey Institute of Technology.

In April, 1987 a study titled "On Future Health and Vitality of County Community Colleges" was carried out by a national panel. In its report, the panel identified transfer and articulation as one of the major issues to be addressed by New Jersey. Nine recommendations were made, six of which called upon either the State Board or the Department of Higher Education to take specific action and three other recommendations addressed to the county community colleges.

Consultant Agreement: On May 15, 1987 Dr. Louis W. Bender, Professor of Higher Education and Director of the State and Regional Higher Education Center at Florida State University was asked to conduct a study that would be limited in depth and scope in contrast to the four areas outlined in the November 12, 1986 memorandum of the Chancellor. Reportedly, this was as a consequence of the organization and activity plans of the Transfer Advisory Board as well as in response to some economic constraints. Therefore, it was agreed that analysis of issues and problems associated with transfer and articulation between the New Jersey state colleges and county colleges would be limited to descriptive information provided by individual

institutions and responses to a letter prepared by the consultant that asked the following five open-ended questions:

1. What are the major strengths/benefits of the Full-Faith-and-Credit-Transfer-Policy?

2. What are the major shortcomings/weaknesses of that policy?

3. What major articulation problems are encountered by your institution in the areas of (a) course content continuity, (b) academic standards/rigor, (c) lower versus upper division level designations between two-year and four-year institutions, and (d) differences in focus or emphases of courses between two-year and four-year departments?

4. What is the nature and scope of transfer student grievances and what mechanism is/would be effective in addressing them?

5. From your institution's perspective, what different or new SBHE policies are needed to achieve the optimum articulation benefits for (a) students, (b) curriculum integrity and continuity, (c) standards of quality, and (d) state as well as institutional interests?

The letter also requested a copy of the current articulation agreements of each institution. In addition, the Department of Higher Education was asked to provide a copy of the latest catalogue for each of the colleges as well as copies of articulation agreements. While some telephone interviews were carried out by the consultant with officials of several of the two-year and four-year institutions, no planned site visit or formal interviews were carried out because of the limited scope of the project.

One three-day site visit was included in the consultant contract when the consultant was scheduled for interviews with

subcommittees of the Transfer Advisory Board, officials of Rutgers, The State University and New Jersey Institute of Technology as well as with senior level DHE staff.

Procedures: The consultant used content analysis methods in reviewing articulation agreements, catalogues, and study reports and documents as provided by DHE and the institutions. The comprehensiveness and accuracy of the data therefore is dependent upon the extent to which DHE and the institutions cooperated and participated. Written letters in response to the consultant's five broad questions were received from all state and county community colleges. Since the request letter was not sent to Rutgers or New Jersey Institute of Technology (hereafter often referred to as NJIT) by DHE, they are not included in that section of the report. The latter institutions, however, did provide considerable materials and documents for use by the consultant. Finally, the consultant drew on the literature on transfer and articulation as well as personal, professional experiences in articulation studies carried out in other states.

Goals of Higher Education in New Jersey

A conceptual framework for analyzing the transfer and articulation issues in New Jersey can be derived by examining the nature and scope of public policy for higher education. As revealed in Table A, the three broad goals of ACCESS, EQUITY, AND QUALITY are the focus and intent of public policy.

The **ACCESS** goal: Establishment of the two-year county community colleges with their open-door admissions policies,

their low tuition policies, and their location represent the desire of the citizens of New Jersey to enable anyone, regardless of social, economic, or educational background to have a place to begin when using education as a vehicle for socio economic mobility attributed by many to baccalaureate programs. While it

TABLE A

Goals of Higher Education Public Policy
(Illustrative of New Jersey Policies)

ACCESS	**EQUITY**	**QUALITY**
County Colleges:	Basic Skills	Selective Admissions
Open-Door Policy	Assessment	Program Review
Low Tuition	Program	Distinguished Scholars
Commuting Distance	Ed. Opportunity	Program
Remediation/	Fund Program	Standards of Academic
Developmental	Tuition Aid	Excellence
Thomas A. Edison	Full-Faith-and-	Governor's Challenge
State College	Credit	Grants
	Minority	Early Retirement
	Programs	Program
	College Outcomes	Competitive Grant
	Evaluation	Programs
	Program	
	S.U.R.E. System	

ACCESS: New Jersey's goal to remove any social, economic or education barriers to postsecondary education opportunity for any citizen beyond high school age who has the motivation and ability to benefit from such opportunity.

EQUITY: New Jersey's goal to assure any citizen taking advantage of the postsecondary education opportunity to be treated fairly at each and every level of education and for comparable fairness between and among the public institutions as well.

QUALITY: New Jersey's goal to achieve and maintain EXCELLENCE in its public higher education system.

could be argued that the other eight state colleges of New Jersey also are elements of the ACCESS goal because of their regional locations and public tuition differential, they are more important to the state's quest for entry into the professions and as four-year multi-purpose institutions.

The **EQUITY** Goal: The goal of EQUITY suggests a state level public policy that calls for every citizen to have an equal chance once admitted to postsecondary education.

The nationally recognized New Jersey Basic Skills Program is, in reality, an EQUITY initiative. It seeks assurance that each student has the skills needed to succeed in collegiate programs; otherwise remediation is given. Similarly, the New Jersey Financial Aid policies relevant to public postsecondary education are intended to remove financial barriers and thus equalize opportunity for students regardless of financial circumstances. A variety of policies intended to provide equity for minorities can also be identified in New Jersey.

In the final analysis, the Full-Faith-and-Credit Policy in New Jersey represents an EQUITY objective and is based on the assumption that the county community colleges, the public senior colleges and the university are complementary systems. The "sense" of system is essential even though it may not be reflected in the perceptions and actual practices at the operational level either within or among the three tiers: the county colleges, the state colleges, and the state university.

The **QUALITY** Goal: The third broad goal of QUALITY (also

referred to as Excellence) is reflected in a series of policies at the state level dealing with minimum standards which are often augmented by higher required standards at the individual institutional level. The call for state colleges to increase their admissions standards can be seen as a QUALITY goal. Similarly, program reviews carried out on a five-year cycle are motivated by the QUALITY goal.

Summary: The public policy framework for higher education in New Jersey is extensive and comprehensive. The three broad goals of ACCESS, EQUITY, and QUALITY can be seen in the array of programs and requirements which have been adopted either by the State Board of Higher Education or the Legislature. They are intended to assure postsecondary education opportunity to all citizens while contributing to the economic development and quality of life in the state. As will be noted later, however, dysfunction of the FFAC Policy, even though it is classified under the EQUITY goal, can adversely impact the state's QUALITY goal.

Higher Education Organizational Cultures

Barriers to cooperation and articulation between educational institutions were existent among the early Colonial colleges. Vestiges can still be observed (heard) of the Colonial beliefs that a "Harvard education", a "Princeton education", or a "Yale education" is so unique and different that a student attempting to transfer would be required to begin anew. Interestingly, two of the New Jersey state college respondent letters to the

consultant spoke of their "_____ State College education" in a comparable context as though it were so unique and different one could not experience it at any other college or university throughout the world. As a consequence, the New Jersey Full-Faith-and-Credit Policy, even if it were operatively achieving the ideal, would not result in the 2+2 equation popularly expected. Articulation problems and issues are, in the final analysis, rooted in the reality that colleges and universities represent different cultures in terms of their belief systems and the behavior that gives these beliefs meaning. (Richardson and Bender, 1987). As depicted in Table B, there are those institutions at one extreme that take as their model the residential research university seeking answers to the mysteries of the universe while at the other extreme are the community-based institutions that become socially involved in efforts to improve the life and circumstances of the constituencies within the service area. In the middle are institutions that retain traditional academic character without becoming overly socially involved or theoretically isolated. Obviously, specific institutions in New Jersey can be placed along the continuum depending upon their emphasis in beliefs and values.

In general, the county community colleges embrace the open-door philosophy in an attempt to provide access to student clienteles historically unserved by higher education. At the same time, economic development and employer needs can be seen in the shift toward occupational programming designed to accommodate

the middle-manpower spectrum of technicians, para-professionals, and mid-managers required by our contemporary post industrial society. Some of the courses required for this middle-manpower spectrum are frequently disputed when transfer efforts are made in the lower division versus upper division debate. In reality, the programming associated with the practical/applied AAS degree programs need to be removed from the academic transfer debate and more appropriately placed with the capstone opportunities for Baccalaureate in Technology (BT) and Baccalaureate in Engineering Technology (BET) type programs. The New Jersey Institute of

TABLE B

HIGHER EDUCATION ORGANIZATIONAL CULTURES CONTINUUM

VALUES, BELIEFS & CRITERIA	COMMUNITY COLLEGE CULTURE	STATE COLLEGE CULTURE	RESEARCH UNIVERSITY CULTURE
Mission Emphasis	Community	Professions	Knowledge/Theory Generation
Core Values	Socially Involved Values	Traditional Academic Values	Graduate Study & Research Values
Distinctiveness	Teaching Function	Scholar Function	Research Function ("Publish or Perish")
Assumptions Re Students	Non-Traditional (Need Support Syst.)	Trad. (Full-time, Indepen.Learners)	Residential (Scholars)
Concept of Quality	Value-Added (Egalitarianism)	Requisites (Meritocratic)	Selectivity (Elitism)
Current Perspective	Remediation/ Individualized	Discipline	Pre-requisites

Modified Version of Continuum Developed in July, 1985 by Louis W. Bender, The Florida State University.

Technology has taken the lead in providing clarification and continuity in this area as will be discussed later.

The importance in understanding the organizational cultures continuum relates to the concern of the state colleges in New Jersey that the SBHE requires the Full-Faith-and-Credit Policy of state colleges but does not impose the same upon Rutgers and NJIT. As will be discussed later, articulation calls for cooperation, but too often participating institutions cooperate only when it suits their own interests. Thus, actual cooperation, as distinct from that called for through state level policy, is governed first by the law of supply and demand, and second by the personality and preferences of those involved in the process. Articulation improves when desired enrollment levels cannot be maintained, but articulation deteriorates when personalities clash. The tone for the implementation of articulation policies is established by institutional leaders. When strong leaders emphasize the importance of institutional cooperation, policies work. But when institutional leaders are lukewarm or even hostile toward cooperation, policies have little bearing on the transfer opportunities actually provided to individual students.

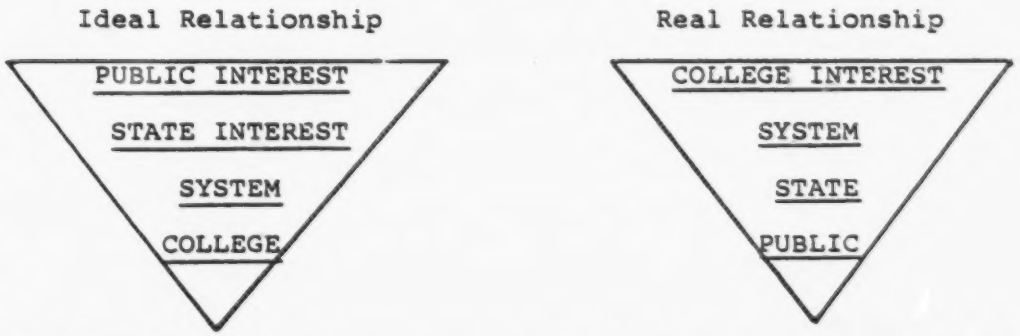
Assumptions of Full-Faith-and-Credit and Articulation

Related to Goals: Certain assumptions undergird any policy. In New Jersey, it is assumed that the Full-Faith-and-Credit Policy together with articulation agreements will provide a 2+2 experience for county community college graduates with AA and AS

degrees. It is further assumed that such continuity will foster a greater allegiance of New Jersey residents to New Jersey colleges and universities. And since the locale of the college or university attended frequently influences the ultimate residence of the graduate, it is assumed that the policy will contribute to the strengthening of the economic development of New Jersey by retaining its most talented students. In the final analysis, higher education in New Jersey is one of the tools in which the state attempts to compete with other states in the long term struggle for economic prosperity.

Related to Public Interest: Some of the assumptions related to transfer and articulation in New Jersey can be seen in the idealized version and reality version of higher education and the public interest as shown in Diagram below:

Institutional Priorities and the Public Interest
(Ideal Versus Real)



The broader public interest should ideally be the major and overriding driving force reflected in policy making at the state level, in the combined efforts of the systems or sectors of public institutions and finally at the individual institution level. Unfortunately, reality finds individual institutions

placing their interest before any other level. When this occurs, friction and conflict can be detected within the sector and major dislocation of both state and public interest can be expected.

The public interest, however, ultimately will be served. A variety of mechanisms become visible or operational as needed. The human element in the public interest calls for the Goals of **ACCESS, EQUITY,** and **QUALITY** to assure consumer protection. Abuse of the transfer and articulation policies in some states has resulted in either judicial or legislative action intended to protect the consumer. Needless duplication of courses, frivolous shifts in credit recognition as well as arbitrary and capricious treatment of transfer students as opposed to native students has resulted in consumer protection activism.

The economic element of the public interest similarly can be observed in some states. The high costs associated with inoperative or adversarial transfer and articulation practices have resulted in taxpayer revolts. The popularity of higher education as a priority for state appropriations has dwindled in some states where the public has come to believe academe's vagaries to be irrelevant or impractical.

The education element of the public interest expects a sense of system for those publicly supported institutions, whether county community colletes or state colleges. There is an expectation that they function both as systems as well as parts of the overall state system of higher education in New Jersey.

Finally, there is a political element in the public interest

that needs to be recognized by the higher education community which, in reality, functions within an open political system. Actions by state level regulatory or legislative authority is seen as antithetical and repugnant to the basic concepts of autonomy and collegiality in higher education. Increasingly, however, internecine conflicts between and among higher education sectors is resulting in state level requirements that had been the private reserve of the academic community at one time.

Now that New Jersey has the Transfer Advisory Board (which includes both lay persons and educational members), it can be anticipated that the problems and issues related to transfer and articulation in New Jersey will increasingly become public. Students will have knowledge of grievance avenues which did not previously exist. As the true scope and magnitude of transfer and articulation problems are revealed in the near future, the opportunity and time for resolution by the higher education community itself will be brief indeed if the experience of other states holds true. Courts have acted in some states in response to consumer protection claims while in other states either the Executive or Legislative branch has used sanctions or mandates to assure the primacy of the public interest when institutions have refused to look beyond their own self interest.

II. STUDY RESULTS

State Colleges and County Colleges

Four data sources were utilized in analyzing the transfer

and articulation problems and issues from the perspective of the state colleges and county community colleges. These included response letters to the five questions posed by the consultant, analysis of articulation agreements as provided, review of catalogues, and other evidence such as studies or reports either from the institution or state level.

County Colleges Response: The letters from county community college officials reveal a strong belief in the spirit and intent of the FFAC Policy but report a consistent pattern of concerns or weaknesses. A summarization of their responses for each question are provided with some indication of the magnitude among the institutions.

1. What are the major strengths/benefits of the Full-Faith-and-Credit transfer policy?

Nearly every respondent praised the intent of the policy but the majority saw it more as a promise rather than a reality. This is best illustrated by a direct quote from one of the colleges:

> When, where, and if it did work, it would assure transfer of full credit for students majoring in transfer programs who would then achieve junior status at a four-year college or university.

Another institution began its statement with, "In concept,...." while another used the term, "The premise of....". Several respondents saw the benefits as accruing to students and the institutions. It was seen as helping in recruitment and retention of academically talented students who could not afford a four-year program. Several institutions indicated the policy

provides for a linkage "... that welds the community college sector and the state college sector into a coordinated system of higher education." One respondent observed the policy helps retain New Jersey residents in New Jersey institutions while another observed that the reduced cost of education benefits taxpayers.

2. What are the major shortcomings/weaknesses of that policy?

Three broad areas of concern emerged from the letters. Nearly half of the two-year college respondents were critical that the policy only applies to the state colleges, feeling that Rutgers and NJIT should also come under the same policy. There was strong agreement in concern for lack of uniformity in courses required and the transferability of credits among the state colleges as well as a belief that some state colleges are imposing additional general education requirements over and beyond the intent of the policy (even as amended). There was strong feeling that the weakness in New Jersey is the absence of enforcement mechanism for the FFAC Policy. Two respondents observed that it is "....merely an SBHE policy statement rather than Regulation."

3. What major articulation problems are encountered by your institution...?

Two-year college respondents were primarily concerned with course recognition/equivalency and validation/examination requirements. Many were concerned with disagreements between institutions on what should be lower or upper division course

designations and content. An almost equal number were concerned with the validation techniques required by the American Assembly of Collegiate Schools of Business (AACSB) in the area of business courses while some observed that several state colleges, in violation of the FFAC Policy, require subject placement exams or "credit bank" strategies to require transfer students to challenge courses before granting credit. Some of the philosophical differences can be seen in criticism of "the cavalier way transfer students are treated" by some state colleges or "the absence of trust in our content and rigor".

4. What is the nature and scope of transfer student grievances...?

Two areas emerged as central to this question. Loss of credits was one, ranging from the number lost to reduced credits for comparable courses. The other area related to classification of course work at the receiving college, whether through denial or by assigning the two-year college courses as "free electives". Course recognition problems in the business and education areas were consistently voiced. Lack of uniformity on notification dates of acceptance of transfer as well as the absence of appeal mechanisms beyond the state college itself were also mentioned.

5. From your institution's perspective what different or new SBHE policies are needed to achieve the optimum articulation benefits....?

Responses to this question called for enforcement of the policy, whether by DHE leadership and initiative strategies or by the SBHE making the policy a regulation.

State Colleges Response: The state college respondents reflected a different perspective although there was some consistency in the areas of concern identified.

1. What are the major strengths/benefits...?

Contrary to the nuance reflected by the community college respondents that the policy is "a concept" or " a premise" the state college respondents all wrote as though the policy is operational. One state college observed:

> Students are the chief beneficiary of the policy. It allows them the security of knowing the transferability of their credits. The range of general education requirements at the various four-year institutions is great, and one cannot expect a community college student to select courses with the curriculum of a single senior college in mind. Given this situation, Full-Faith-and-Credit (FFAC) allows students needed latitude in selection of courses. Without this latitude, it might take more than four years of full-time study to complete a degree.

Another college declared:

> The Full-Faith-and-Credit transfer policy can facilitate the potential transfer student's choice of college and major program, by permitting the student to forecast accurately how community college courses will be utilized in a particular baccalaureate curriculum....

2. What are the major shortcomings/weaknesses...?

There was strong agreement among the state college respondents that the absence of agreement or definition of the general education requirement associated with FFAC represents the major weakness of the policy. Several others were concerned that it assumes all community college programs are the same in content

and rigor when, in reality, they are not. Several respondents felt community colleges provide poor or misinformation to students related to the policy and transfer. One of the state colleges declared it violates the FFAC by requiring a written test of all transfer students while several others made it clear that the minimum grade requirement for transfer students is a "C" without regard to rules relating to native students.

3. What major articulation problems are encountered...?

Several of the state college respondents reported no articulation problems confront them. Three observed the difference between lower division and upper division courses is the problem and three were also critical of the course content being different for the same course nomenclature when comparing community college courses and those of that college. Two identified the problem of AACSB validation requirements on business courses and one institution indicated that articulation represents a "too time consuming issue".

4. What is the nature and scope of transfer...?

Three of the state colleges reported no student grievances. Two reported loss of transfer credit as the major grievance area. The other two problem areas discussed related to poor advising or the absence of standard references for the transfer equivalents and courses outside the required sequence or prerequisites of the state college.

5. From your institution's perspective...?

Several respondents indicated the need for open and clear

channels of communication between the county community colleges and the state colleges. A comparable group of respondents called upon the DHE to take a leadership role to:

> Set up meetings to discuss articulation concerns, establish a mechanism to review and evaluate articulation agreements, support improved guidance for prospective and committed transfer students, and develop a system for communicating curriculum requirements and curriculum changes.

Better data on transfer and articulation was another area recommended for attention and action.

Articulation Agreements: When examining the articulation agreements supplied by DHE, the state colleges, and the community colleges several interesting observations emerged. First, among the agreements submitted by the community colleges were those for many of the private institutions in New Jersey including Seton Hall, Fairleigh Dickinson, Monmouth, Georgian Court and Rider. In addition, agreements with many out-of-state institutions were included for such institutions as Temple, University of Delaware, Thomas Jefferson, Drexel, Widener, LaSalle, as well as SUNY and CUNY institutions. It was also evident that articulation agreements had been established with Rutgers, Camden and Rutgers, Newark.... the latter even incorporated into a joint promotion/recruitment pamphlet covering a transfer credit agreement for accounting, management, and marketing majors. NJIT was prominent among articulation agreements forwarded by the community colleges.

While the community colleges also included articulation

agreements with state colleges, such were not in proportion to the private and out-of-state agreements. It might be speculated that deliberate efforts to establish relationships beyond the state college system and beyond the borders of the state are not only taking place among the county colleges but with some success. Since the agreements are current (being dated in 1986 or 1987), it is apparent that the institutions were sharing the fruit of recent endeavor.

The state college that provided articulation agreements evidenced a quite different observation. Many utlilize a Grid-Like Summary Table that lists the county colleges, the degree program (by HEGIS code), and a series of "Problem Codes". The key to the Problem Codes is as follows:

A = upper division courses need validation (AACSB)

B = maximum of 6 s.h. in professional education may be transferred from two-year college.

C = no courses in nursing transferable (NLN)

D = no program of a comparable nature exists at _____ state college

E = student must meet departmental standards for placement (audition and testing)

F = remaining requirements may not be completed within two years

G = admission to teacher education.

An analysis of the pattern of problems indicated among the Summary Tables of the state colleges suggests quite different philosophies and attitudes exist. Four special curriculum problem areas emerge when examining the state college

articulation agreements, including business, education (particularly early childhood/elementary/business education), nursing, and music. Many of the state colleges require both program-by-program and course-by-course agreements. In the latter case, many community college courses are listed as qualifying as "electives", "free electives", "concentration electives" while at one institution courses are designated as "general studies at some distance"! A number of the state colleges reduced the number of credits awarded for transfer in contrast to those credited at the community college. Finally, the "C" grade in reality is the minimum acceptable by the state colleges, regardless of FFAC. The Summary Tables communicate a posture that must be ominous for the community college transfer student clientele.

Catalogues: A review of the college catalogues reveals no state college promulgates a declaration that it is under or abides by the Full-Faith-and-Credit Policy. Stockton comes closest to a declaration. Glassboro does include the following statement:

> Students graduating from a county college in New Jersey are given preferential treatment in the transfer admissions process.

Montclair, on the other hand, states:

> Approximately one-third of new students entering Montclair each year have attended another college. To be eligible for transfer admission, a student is required to have completed a minimum of 15 credits with at least a 2.00 (c) average at another accredited college.

The startling result can be seen on TABLE E, p. 35, where Glassboro is identified in the report of 1985 S.U.R.E. System Tapes as the state college with the highest percentage of Junior class level transfers at 44.3% (lowest for Freshman level) while Montclair is the highest for Freshman level transfers at 98.6% (and lowest at the Junior level).

Catalogues provide little information for transfer students that would offer any orientation or otherwise assist in the transition to the institution. None announced any special transfer orientation programs either.

Community colleges similarly do not publish FFAC declarations but several imply that all credits of the institution will be accepted upon transfer. Passaic County Community College declares:

> Graduates who transfer to New Jersey State Colleges are guaranteed acceptance of all credits for all courses, provided there is no change in their major course of study.

The reality of transfer and articulation in New Jersey would make such statements clear violations of the Federal Trade Commission false and misleading advertising rule. Catalogues of the community colleges provide little transfer information either.

New Jersey Institute of Technology

In the judgment of the consultant, NJIT epitomizes acceptance and adherence to the FFAC in New Jersey. Furthermore, the institution could serve as a role model in its methods, practices, and programs. This laudable participation by NJIT is

voluntary and the benefits to the institution itself can be seen in good will, strong students, and a growing reputation both within the state and throughout the nation.

First, NJIT has established an upper division entry level that recognizes associate degree graduates upon transfer as juniors. NJIT has put into place a recruitment and admissions program tailored to the associate degree graduate transfer. The institution does not actively recruit students who have not completed their associate degree programs and even promulgates counsel and advice against early transfer. The institution not only has implemented a transfer orientation program (actually a course) to assist the transfer student in being assimilated but also has a designated office responsible for an ombudsman function.

Articulation activities of NJIT are impressive in both style and content. Examination of programs and courses as part of the articulation agreement process is carried out by faculty-to-faculty meetings. NJIT has been a host to department chairs and faculty of the county colleges and clear agreements on course requirements, content emphases, standards, grades, and related information are discussed and then formalized agreements are signed by both institutions. One of the innovative consequences of such communication and cooperation is the existence of several "transition courses" which are taught on the county college campus by NJIT faculty during the student's last year which accommodate the special junior year requirements of NJIT before

and as part of the associate degree completion. Such faculty face-to-face contact and communication can not help but produce positive relations, enhanced programs at both levels, and mutual respect. It was reported that over 1,000 are enrolled in such off-campus transition courses.

Equally impressive and important is the fact that NJIT provides ongoing follow-up on the academic progress of transfer students and feeds back such information twice a year to each of the county colleges, showing the academic record of each student transferred along with grade point average information on work at NJIT. The report includes aggregate information on the success of students at the other county colleges (anonymously) which assist an institution to compare how well its students are doing in comparison with the other county colleges. This type of service clearly contributes to the QUALITY goal of New Jersey by alerting county colleges to any potential problem areas.

NJIT also serves a unique role in New Jersey by virtue of its applied technology programs in addition to its engineering science programs. Students who complete the AAS degree program are eligible for admission under the same FFAC guidelines for the baccalaureate technology programs. Much of the confusion in New Jersey related to AAS transfer issues is caused by the public and many educators failing to differentiate between "applied/practical" curriculums as distinct from "the science of" curriculums. The AA and AS associate degree program is popularly described as for transfer. They might also be described as "the

science of" programs since they are intended to proceed along the academic curriculum toward knowledge or theory generation. The AAS programs are popularly identified as occupational or career programs intended to prepare graduates for job entry. These could be labeled "applied/practical". The NJIT program results in a 2+2 for such graduates who can proceed on to the baccalaureate level in the "applied/practical" emphasis.

The consultant makes this delineation because of the obvious confusion among many of the state college and community college respondents to this study. Several county college respondents called for the AAS to be grouped with the AA and AS under the Full-Faith-and-Credit Policy which would be both confusing and inaccurate. Several state college respondents identified the AAS provision in the existing policy as inappropriate when in reality it is treated as a separate issue (see page 10 comment).

The Rutgers University System

The officials representing Rutgers University provided selected documents relevant to transfer and articulation as well as a description of policies and procedures for each of the 10 generally autonomous units of the institution, each with its own unique policies, programming, traditions, and requirements. In reality, it is impossible to have a single statement that would adequately cover all 10 receiving units without becoming so generalized that the statement would lose accuracy or meaning. This is due to the nature of a complex research university that also reflects the unique and unusual traditions and

organizational variables inherent in Rutgers University. As reflected in the earlier discussion and depicted in Table B, p. 10, Rutgers represents an organizational culture quite different than either the community college or state college in New Jersey.

Transfers: As reflected in Table C, community college students are being accepted as transfer students at all 10 of the Rutgers units. In addition to the 868 day students (all of whom are reported as full-time) the officials reported over 400 additional students who attend part-time. It was further reported that Rutgers has studied the success pattern of county college transfer students and have found that overall they fare as well as First-Time-In College (native) students. (Although there is the typical initial GPA drop or transfer shock during the first term). It was further reported that when the associate degree graduate transfers are isolated and compared with those who transfer before completing the associate degree, there is an even higher success ratio and quality grade point average at Rutgers for the associate degree transfers. This is consistent with findings of national studies which regularly reveal the chances of two-year transfer students are significantly enhanced when they complete their two-year associate degree requirements. (See Table D for a comparison of 1982 Rutgers Native and Transfer Juniors GPA and Graduation Rates).

An earlier study by Rutgers on the academic performance

TRANSFERS ENROLLING IN RUTGERS UNIVERSITY 1984, 1985, 1986

TABLE C

	CAMDEN			COOK			DOUGLASS			ENGINEERING			LIVINGSTON			MASON GROSS			NEWARK			NURSING			PHARMACY			RUTGERS			DAY UNDERGRADUATE		
	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86	84	85	86
Community Colleges																																	
ATLANTIC	2	2	2	1	0	0	2	0	1	2	0	0	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	4	11	3	9
BERGEN	0	2	0	9	4	4	5	1	4	3	1	1	10	5	3	0	0	0	31	21	31	0	1	1	0	0	0	11	8	6	69	43	50
BRANDBALE	0	1	2	21	12	10	23	9	20	9	2	2	27	18	16	1	1	5	6	7	4	2	2	1	0	0	0	27	25	19	116	77	99
BURLINGTON	71	58	56	2	2	5	1	1	0	2	5	2	7	3	2	0	0	0	2	0	0	0	1	0	0	0	0	5	2	8	90	72	73
CAMDEN	117	107	97	4	4	4	2	2	2	2	1	0	3	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	1	0	129	115	106
CUMBERLAND	5	1	3	0	1	3	2	1	0	1	1	1	1	1	2	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	10	6	10
ESSEX	0	0	0	0	0	0	1	1	0	4	4	3	1	0	1	0	0	0	44	32	33	3	4	2	0	0	0	0	0	2	53	41	41
GLOUCESTER	25	18	14	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	27	19	15
HUDSON	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2	2	3	0	0	0	0	0	0	1	0	0	3	2	5
MERCER	4	4	3	7	10	6	9	5	3	4	5	4	10	3	3	2	1	3	1	1	0	2	1	0	1	1	0	8	10	5	48	41	27
MIDDLESEX	0	1	1	11	9	16	12	14	18	15	17	14	42	33	27	1	6	1	22	14	25	4	4	6	1	2	1	26	26	26	134	126	135
MORRIS	2	0	1	8	6	16	9	4	10	7	10	4	20	16	17	1	2	1	21	22	29	3	2	1	1	0	0	26	17	35	98	79	114
OCEAN	1	1	0	7	7	9	9	11	7	7	4	2	11	7	6	2	0	1	1	4	2	1	0	0	0	0	0	26	18	17	65	52	44
PASSAIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	5	2	1	0	0	0	0	0	1	0	1	10	5	3
SALEM	1	1	2	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	3	3
SOMERSET	3	0	0	7	2	9	8	7	9	7	3	5	14	10	7	4	1	2	2	2	1	6	4	3	0	0	0	16	15	22	67	44	58
SUSSEX	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
UNION	1	0	0	6	10	9	7	8	7	3	3	3	9	10	12	2	0	0	22	37	24	5	3	3	0	0	0	10	9	17	65	80	75
WARREN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	232	196	181	84	68	93	90	84	82	66	56	42	158	107	100	15	12	14	162	147	154	28	22	18	3	4	1	161	133	183	997	809	868
Public 4 Year Colleges Other Than RU																																	
GLASSBORO	23	16	13	5	5	2	4	3	1	2	0	2	6	4	3	1	0	0	2	2	2	1	0	0	0	1	0	7	7	7	51	38	30
JERSEY CITY	0	0	0	0	1	0	1	1	1	3	0	0	3	1	2	0	0	1	12	6	10	0	1	1	0	0	0	4	1	3	23	11	18
KEAN	1	4	2	2	3	6	7	5	2	0	0	1	13	8	5	0	1	1	10	14	9	2	0	3	1	0	0	7	10	4	43	45	33
MONTCLAIR	0	1	1	4	4	3	11	2	3	0	0	2	5	6	5	0	1	2	22	10	7	1	4	0	0	0	0	16	12	8	59	40	31
NJIT	0	0	0	1	0	0	0	0	0	6	0	4	1	1	0	0	0	1	6	5	14	0	0	0	0	0	0	2	0	1	16	6	20
PATERSON	1	0	1	2	1	8	3	2	2	1	0	1	1	4	4	0	0	0	9	5	8	0	0	1	0	0	0	5	2	5	22	14	30
RAMAPO	0	0	0	4	2	4	1	2	2	1	0	0	6	4	1	0	0	0	7	3	4	0	0	0	0	0	0	5	4	4	24	15	15
STOCKTON	7	8	4	1	3	5	2	0	2	0	0	0	7	5	2	0	3	0	0	0	1	0	0	0	0	1	0	2	3	4	19	23	18
THOMAS EDISON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0
TRENTON	7	4	5	2	4	2	0	0	2	0	2	0	4	2	0	2	1	1	0	3	0	0	1	1	1	1	0	7	4	6	23	22	17
TOTAL	39	33	26	21	23	30	29	15	15	13	2	10	46	35	22	3	6	6	68	48	55	4	6	6	2	3	0	55	44	42	280	215	212
Inter-University*																																	
CAMDEN	21	14	10	6	4	4	1	3	1	1	4	1	3	5	3	1	0	0	1	1	0	0	0	0	2	1	0	9	10	6	45	42	25
COOK	3	0	0	4	1	1	0	0	1	0	0	0	0	0	0	0	0	0	4	0	6	5	1	2	0	0	0	0	0	0	16	2	10
DOUGLASS	1	1	2	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	4	8	3	7	9	5	0	0	0	0	0	0	13	18	11
ENGINEERING	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	1	2	0	0	0	0	0	0	0	0	0	4	1	3
LIVINGSTON	1	2	5	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	4	3	4	2	2	3	0	0	0	1	0	0	10	7	14
MASON GROSS	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
NEWARK	3	1	1	3	4	5	1	1	4	4	8	9	2	6	4	1	0	0	7	6	2	8	7	3	4	3	6	15	10	14	48	46	48
NURSING	0	0	0	0	0	0	0	1	1	0	0	0	0	1	2	0	0	1	5	3	4	0	0	0	0	0	0	1	0	0	6	5	8
PHARMACY	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	2	2
RUTGERS	12	7	5	2	0	1	1	2	0	2	2	0	3	0	2	0	0	0	10	12	11	4	11	9	0	0	0	3	4	9	37	38	37
UC	4	3	5	2	2	1	0	0	0	1	0	0	1	2	2	0	0	0	15	22	17	2	0	6	0	0	0	4	3	1	29	32	32
TOTAL	46	29	30	17	12	12	3	7	9	9	14	10	11	14	13	3	0	2	53	57	50	28	30	29	6	4	6	33	27	30	209	194	191
NJ Private Colleges	10	13	6	19	12	7	10	11	16	8	10	1	26	11	12	1	1	3	44	38	34	8	14	5	0	1	1	24	19	13	150	130	99
Out-of-State Colleges	225	170	164	129	86	86	75	44	54	66	51	26	136	91	86	21	16	20	118	115	119	29	19	27	7	7	7	176	166	182	982	765	771
GRAND TOTAL	552	441	408	270	201	228	207	141	176	162	133	89	377	258	233	41	35	45	445	405	413	97	91	85	18	19	15	449	389	450	2618	2113	2141

For 1984, 1985, and 1986 some readmitted students are included.

TABLE D

Rutgers University

COMPARISON OF NATIVE AND TRANSFER JUNIORS: GPA AND GRADUATION RATES

	STUDENTS WITH CLASS CODE OF '84' IN FALL OF 1982			
	NATIVE FRESHMEN (N=3413)	COMM COLLEGE TRANSFERS (N=269)	STATE COLLEGE TRANSFERS (N=39)	OUT-OF-STATE TRANSFERS (N=331)
"Junior" GPA (GPA for fall 82 and spring 83)	2.74	2.80	2.65	2.68
Percent graduated by:				
October 83	0.3%	1.8%	7.7%	4.5%
October 84	76.4%	55.0%	56.4%	40.8%
October 85	88.0%	67.0%	66.7%	51.1%
October 86	89.4%	68.4%	69.2%	54.1%
Percent of students classified as juniors at entry (fall 82):		39.0%	20.9%	21.2%
Percent of students classified as juniors spring 83:		33.7%	25.1%	14.9%
Percent of transfers reporting AA degree:		58.8%	4.8%	9.5%
Percent of AA's classed as juniors in fall:		54.5%	44.4%	46.6%
Percent of AA's classed as juniors in spring:		46.9%	11.1%	37.2%
Junior GPA of those classed as juniors in the spring:	2.79	2.93	2.90	3.04
For spring juniors: N	3086	244	47	232
One-year graduation	0.2%	2.5%	6.4%	6.5%
Two-year graduation	82.9%	73.0%	66.0%	67.7%
Three-year graduation	92.1%	83.6%	78.7%	78.4%
Four-year graduation	93.2%	83.6%	83.0%	81.9%

of transfer students to the day undergraduate colleges in Fall, 1977 and Fall, 1978 (provided by DHE), found comparable success by New Jersey county college transfers. Two of the recommendations made based on that study and addressed to the University itself were:

> In view of the fact that in their first year at the University transfers tend to earn GPAs that are about half a grade lower than their previous college averages, all transfers should be advised to prepare themselves for such "transfer shock".
>
> In view of the successful performance of transfer students from community colleges, colleges at Rutgers University should be encouraged to explore a policy of "full faith and credit" for AA holders from New Jersey community colleges.

Articulation: It is evident that Rutgers-Camden and Rutgers-Newark are far more oriented toward articulation and enrollment of transfer students than is the New Brunswick campus. Nevertheless, in 1985 an activity titled "Transfer Articulation Project" was initiated at New Brunswick with the goal of evaluating course offerings of all 18 of the New Jersey county colleges. Initially 3 colleges were invited to participate including Bergen, Burlington, and Middlesex which provided over 500 transfer students to New Brunswick in the fall of 1983. By invitation of the Provost, these institutions sent syllabi for

all courses by individual departments which were then distributed to the individual colleges of Rutgers for faculty/departmental review. The product was a series of course-by-course evaluations which identified the equivalent Rutgers course, the amount of credit toward a major that would be awarded or toward college distribution requirements together with any special notes or stipulations by departmental faculty. For example, a course offered by Bergen Community College titled "The Changing Roles of Women" (a 3-credit course) is identified as equivalent to the Rutgers course titled "Women in American Culture" and would be accepted for three credits toward graduation if matriculated at: Cook, Douglass, Livingston, Rutgers, or University Colleges. At Cook it would be recognized for distribution requirements in area VII under Social Science; at Douglass in area IV as Historical Inquiry; at Livingston in area VI for Contemporary Issues and at Rutgers College as part of the Secondary Field or Mini in Women's Studies. Interestingly, the same course would not be recognized by several of the state colleges as was true for several other courses included in the Rutgers University exhibit.

Transfer policies at Rutgers-Camden and Rutgers-Newark are dramatically more inclusive and liberal in accepting county college transfers. As reported earlier, Rutgers-Newark has published pamphlets covering transfer credit agreement in accounting, management, and marketing majors with specific community colleges which are obviously used as part of the student recruitment process by the community colleges.

Rutgers, while criticized by both state college and community college respondents for not being under the Full-Faith-and-Credit Policy of the SBHE, can document that it has participated in transfer and articulation activities. As a complex research university, as well as being quite unique in organization and structure, Rutgers University has a mission and purpose that needs to be understood in relation to the other sectors of higher education, particularly when considering the primary public interest of the state in research and knowledge generation. There is no doubt that the FFAC policy is not directly related to the primary public interest in the Rutgers mission and purpose.

Questions: In spite of the positive actions by Rutgers, several major questions remain unanswered. First, why does Rutgers University not establish an upper division entry level that recognizes the results of its own research which shows that both the success rate and quality achievement level is enhanced by accepting associate degree graduates at transfer? Is it in the interest of the student, the university, or the county colleges to accept early transfers? Why should the articulation activities be carried out omnipotently by having county college faculties submit syllabi for review and judgment at Rutgers absent an opportunity for faculty-to-faculty discussion and negotiation? Is there any collegial or educational responsibility of "the flagship institution" to take a leadership role in fostering a sense of system of New Jersey higher

education in working with all sectors? Why should Rutgers, "The State University of New Jersey", not be included in the SBHE Full-Faith-and-Credit Policy? In the judgment of the consultant, the public has the right and the State Board of Higher Education has the responsibility to know the answers to these questions.

The Private Institutions in New Jersey

While not part of the study, the private colleges and universities in New Jersey deserve comment. Analysis of the articulation agreements between these institutions and the county colleges suggests the FFAC policy is operative with many on a voluntary basis. Whether initiated by the county college or the private institution, agreements have been negotiated. Of those available to the consultant, both program and course-by-course agreements have been reached. Over 1,000 county college students transfer to the New Jersey independent institutions each year. It is not known how many of these are associate degree graduates, how many are early transfers or whether at the freshman or sophomore years. New Jersey needs more information on the transfer phenomenon and the Student Unit Record Enrollment (S.U.R.E.) System will increasingly become valuable in this regard.

III. ANALYSIS AND OBSERVATIONS

Policy Versus Action

The Full-Faith-and-Credit Policy of the SBHE assumes that most transfer students from New Jersey community colleges will

graduate before transferring. It is a policy that can be directly or indirectly related to the **ACCESS, EQUITY,** and **QUALITY** goals. It acknowledges that many students must turn to the community colleges if they are to have a chance for a baccalaureate degree opportunity. Whether confronted with economic, distance, family, or educational barriers, the open-door community college in New Jersey should be a door of opportunity. The organizational culture of this institution reflects some of the basic tenets of the **ACCESS** goal.

FACC also directly relates to the **EQUITY** goal calling for New Jersey citizens, whether students fortunate enough to be First-Time-In-College at the baccalaureate institution or transfers from the county colleges, to receive equitable treatment. Such equity goes beyond mere acceptance of credits and continuity in course and programs. It should include orientation and counseling to support the transition from one organizational culture to another. The faculties and administrators of the two cultures should similarly be part of the transfer/assimilation process. And there should be an active ombudsman function at each college that promotes the interest of all parties, including faculty and departments. Finally, FFAC also impacts the **QUALITY** goal of the state. If transfer students are recruited from the freshman classes of the community colleges, not only are their chances reduced for ultimate completion of the baccalaureate program but their absence in the classes of the community college can have negative consequences

educationally, impacting class composition and course sections at the sophomore level (critical for smaller colleges).

FFAC: Does It Exist?

According to a DHE study titled "Trends Enrollment of Transfers in New Jersey Colleges" dated September 19, 1986, it is highly questionable as to whether the FFAC is a reality. While over 4,000 community college transfers are reported for the years 1981 through 1985 to the state colleges, a shocking revelation is provided in Table E taken from that study which reports the class distribution percentages for those transfer students.

TABLE E

Percentage Distributions for Selected Characteristics of Undergraduate transfers to Public Senior Colleges in 1985 *

Characteristics	Glassboro	Jersey City	Kean	Montclair	Ramapo	Stockton	Trenton	WC Paterson
Attendance								
- Full Time	78.5	49.5	49.9	64.9	64.5	78.6	75.4	68.9
Class								
- Freshmen	12.4	99.7	29.2	98.6	27.7	28.9	72.1	38.8
- Sophomore	33.8	0.3	32.8	0.8	32.9	37.9	19.4	37.9
- Junior	44.3	—	33.9	0.7	38.4	27.3	8.2	21.3
- Senior	8.7	—	4.0	—	1.0	5.5	0.2	2.1
- Unclassified UG	0.7	—	0.1	—	—	0.4	—	—
Sex								
- Female	54.3	53.5	62.3	62.4	44.2	51.8	59.3	54.2
Race								
- White	80.9	47.8	75.5	83.8	65.5	81.6	76.6	75.1
- Black	5.2	17.9	7.9	3.2	1.6	6.3	2.6	5.7
- Hispanic	1.6	22.3	4.1	9.5	1.0	1.3	1.2	4.3
- Alaskan/Indian	0.4	—	—	0.9	—	0.6	0.2	0.2
- Asian	1.1	—	2.7	2.6	1.9	2.3	0.8	1.5
- Unknown	10.8	—	9.9	—	30.0	7.8	18.6	12.3

SOURCE: 1985 S.U.N.E System Tapes
Tables Produced 8/26/86
* Some columns may not add to 100% due to rounding.

None of New Jersey's public senior colleges had over 45% of the transfers admitted to the junior class... the requirement of FFAC. Two of the state colleges reported over 98% of their undergraduate transfer population (and another reported over 72%) to be in the freshman class. Such distributions clearly support the premise that New Jersey's public senior colleges are more competitors of the community colleges than they are multi-purpose baccalaureate institutions striving to be part of "a higher education system".

While one senior official in the Chancellor's office challenged the accuracy of the S.U.R.E. data, the consultant is both dependent upon the nature and accuracy of documents supplied by the Department. In addition, the November 21, 1986 Chancellor's Report to the Board of Higher Education refers to the same source and includes the following two significant and revealing statements:

> In addition, 28.5% of all transfers did not have a declared major. This is not surprising since other data indicate that over half of all transfers are freshman.

The consultant would observe that this is one of the root causes identified by research consistently nationwide for early transfers being higher risk and succeeding less well than the associate degree graduates upon transfer.

As observed earlier and shown on TABLE D, p. 30, Rutgers University does not report on its class distribution characteristics for transfer students. However, Rutgers officials declared that their institution is not inclined to

establish an upper division entry level and therefore it is not known how many actual associate degree graduates are involved. Only the New Jersey Institute of Technology has established the upper division entry level and committed itself to recruitment of associate degree graduate transfers.

The DHE Report on enrollment trends does not address the question of credits accepted or denied. Community college respondents, however, were outspoken in claiming victimizing of students by many institutions by denying credit. A community college president called the consultant and reported that a valedictorian graduating from his institution who responded to a Rutgers University Merit Scholarship recruitment offer was demoralized to learn that the receiving unit disallowed nearly a year of credit even though the merit scholar student remained in the same academic major. Mercer County College included a table revealing credit losses of its graduates which is replicated in Table F below.

TABLE F

Mercer County Community College

Graduate Survey Results: Percentage of Graduates Who Responded to the Question on How Many of Their MCCC Credits Were Accepted at the Four-Year Colleges to Which They Transferred

Class Of	All Credits Accepted	1-6 Credits Not Accepted	7-12 Credits Not Accepted	13-21 Credits Not Accepted	Over 21 Credits Not Accepted
1975	58.3	23.7	7.2	2.9	7.9
1978	74.6	11.9	7.4	2.1	4.0
1980	46.6	22.8	14.4	6.0	10.2
1981	38.2	30.1	17.7	9.7	4.3
1982	40.5	20.6	17.6	9.9	11.4
1983	45.1	21.0	8.9	14.5	10.5

If the Mercer data were reflective of experiences of other county community college graduates, then the following conclusion might be reached: Less than 50% of community college graduates who transfer have all credits accepted and since only 25% of all undergraduate transfers at New Jersey's public senior colleges are at the junior or higher class levels (See Table E, p. 35); **therefore, the Full-Faith-and-Credit Policy in New Jersey is more myth than reality.**

New Jersey Institute of Technology

The good news is that one institution in the state appears to be playing the game utilizing the best working principles. There is an institutional commitment from the NJIT Central Administration. A deliberate structure and mechanism has been designed to program for as well as recruit associate degree transfers. Articulation issues are worked out on a peer-to-peer level rather than the judge and jury posture reported by Rutgers. Mechanisms have been developed to facilitate transition for the student comparable to the transition efforts made for first-time-in-college students. An ombudsman function is provided so that grievances can be addressed. Finally, ongoing monitoring together with feedback to the two-year colleges affords an opportunity for quality enhancement at both levels.

Internecine Warfare

The national trend has been for increased enrollments in transfer

programs of community colleges. Whether caused by socio-economic demographics or by a revitalization of the transfer function by college policy, more baccalaureate-bound students are turning to their community college. The same pattern may be emerging in New Jersey.

It is not difficult to anticipate that the community colleges may begin to utilize the avenues for transfer and articulation of nearby out-of-state institutions where their students apparently can get a better deal. Such action, of course, would be contrary to the goal of the SBHE and the legislature to have more of its residents remain in New Jersey institutions. In the judgment of the consultant, the Transfer Advisory Board and the State Board of Higher Education will need to examine the nature of this phenomenon which has been debilitating in several states throughout the nation, particularly where qualified minority students are involved.

While it is only speculation on the part of the consultant, the positive action of Rutgers, particularly the New Brunswick campus, in transfer and articulation initiatives is both positive and can be expected to continue. It may well be that the clamor among some community college and state college presidents for inclusion of Rutgers in the FFAC may be less of a motivation for this development than the positive and aggressive actions of the New Jersey Institute of Technology. Both of these institutions feel it would be inappropriate to have the FFAC imposed; primarily arguing for their different organizational missions and

purposes. But, NJIT has demonstrated that the different cultures can both work together and gain mutual respect for those respective differences with the transfer student being the winner.

Other Problem Areas

Catalogues: As previously observed, the catalogues of both the state colleges and the community colleges either do not provide enough information or provide misinformation related to FFAC.

AACSB and Other Professional Requirements: Major problems are identified with the validation techniques or requirements of some professional accrediting agencies, particularly AACSB in business programs. At times these are used as a subterfuge by the institution and at other times they represent barriers that can be addressed through cooperative efforts of the faculties of two-year and four-year institutions.

Data/Information: A major problem area is the absence of a data base that asks the right questions relevant to transfer and articulation problems and issues. The state, with S.U.R.E., should be in a position to monitor and there should be ongoing exchange of information between institutions as well.

Transfer/Articulation Initiatives: Two organizations were identified as taking leadership in promoting transfer/articulation initiatives between the state and county colleges. Minutes of the meetings of the Vice Presidents of Academic Affairs covering 1982 to 1986 were provided by DHE.

Interestingly, in 1982, one meeting discussed the amendment to FFAC making it possible for state colleges to require additional liberal arts and at another concern over transfer of nine credits in education was reported. In 1983, members were asked to review "the programs at each community college which are troublesome in terms of articulation". In 1984, extensive efforts were directed at the General Education Programs. Later that year the Minutes were reported:

> The county college sector has expressed to the Department, concern over articulation. It has been proposed that each state college meet with all their "feeder colleges" at once.

In 1985 Glassboro was identified as the "Model" for working with the "feeder county colleges" with the inference others should follow.

The consultant was intrigued by the fact that attendees reported for every meeting over the five-year period were exclusively state college VPs. At no time were county college counterparts invited for mutual discussion and planning. During the 1983-84 academic year, the state college and county college academic affairs groups did appoint a "Joint Articulation Committee" but no records were provided the consultant and no outcomes were reported during the site visit. Apparently, the Committee was viewed as ad hoc rather than ongoing. At least it did not negate the need for establishment of the TAB.

Another group named the New Jersey Transfer Counselor Association might be expected to be more directly concerned.

While both two and four-year colleges are included, the only document from this Association provided by DHE was dated 1984 and was nothing more than out-of-date Transfer Data Sheets for public and private two-year and four-year colleges. There was no evidence that this group evaluates, plans or otherwise gives leadership to FFAC and articulation.

Finally, during the consultant's three-day site visit, DHE officials acknowledged the Department had not ranked FFAC and articulation among its highest priority issues. No coordinated or collaborative initiatives by those officials responsible for the various sectors have been carried out. No systematic monitoring or analysis of transfer and articulation problems have been carried out by the Department either. DHE has offered suggestive encouragement for articulation conferences between the state and county colleges, but then has depended upon institutional rather than DHE initiative in planning and convening. The DHE staff has responded to or assisted in resolving numerous individual student complaints. But the nature and scope of the problem is far more encompassing than disgruntled students or faculty. The dysfunction could have consequences for the goals of higher education in New Jersey as well as the public interest of its citizens.

RECOMMENDATIONS

The State Board of Higher Education and the Chancellor

1. It is recommended that development of a 2+2 concept be established as the highest priority of the Full-Faith-and-Credit Policy. To accomplish the 2+2 concept in New Jersey, the lower and upper division designations should be more clearly delineated with an expectation that upper division entry at all state colleges have services and programming comparable to that of lower division entry such as recruitment, admissions, orientation, scholarship incentives, advisement, and so forth.

2. It is recommended that such a concept be strengthened and formalized within three years if institutions have not taken the initiative voluntarily. Formalization can be accomplished by challenge grant programs and other positive incentives or by enrollment caps, differential upper division funding, or licensure evaluation requirements.

3. The Chancellor should call upon Rutgers University to clarify its responsibility and commitment to the Full-Faith-and-Credit Policy. Answers to the questions listed on p. 32, should be provided. In the judgment of the consultant, merely extending the Full-Faith-and-Credit Policy by the Board of Higher Education to Rutgers will not necessarily solve the problem. In the final analysis, the human element of commitment and not a policy statement are at issue. NJIT provides an excellent model for Rutgers, as the flagship state university that aspires to fulfill both its international research and state university purposes.

4. The Board should in both public statements and through decisive action demonstrate its intent for the Transfer Advisory Board to have jurisdiction over problems related to transfer, the rights of students, and the continuity of programs and practices. In accomplishing this, the Deputy Chancellor

should be designated an ex-officio member of TAB and should actively participate in its deliberations. TAB should be proactive, examining issues and potential areas of concern on an anticipatory basis to recommend policies that will result in a smoother and more effective progression of the student to the two levels of public higher education in New Jersey.

The Department of Higher Education

1. The DHE should take a leadership role in fostering the 2+2 concept and the transfer articulation agreement process. The Chancellor should call for an annual action program by his Directors designed to convene representatives (ranging from presidents to faculty) of the various sectors to deal with specific issues and problems either existent or emerging. The Transfer Advisory Board will be a vital source for issue identification and prioritization.

2. The DHE should systematically collect data on transfer and articulation including entry level patterns, credit award patterns, success patterns, and related measures that are regularly published and disseminated. This should include examination of the county college programs and student success as well as senior institution service of transfer students.

3. The Department should examine the categorical program priorities with the goal of providing financial incentives for joint faculty cooperation across sectors aimed at removing transfer/articulation barriers.

4. The Department should develop a computerized articulation data bank that enables counselors and advisors to know the curriculum and course requirements of majors by institution. Such academic advisement programs already exist in a number of states and are accessible by terminal to each campus.

5. The Department should take a leadership role in working toward greater uniformity in definition and programming of the general education requirement.

The Transfer Advisory Board

1. The consultant realizes that TAB is in its organizational stages. The present conceptualization of purposes and the organizational strategies for achieving those purposes appear to be both appropriate and effective. The long-term goal of TAB should be to evolve from oversight/monitoring and adjudication to proactive and anticipatory in examining potential problem areas or areas of opportunity that will result in more effective progression of students through the levels.

2. The Student Unit Record Enrollment System should become a valuable resource to TAB. It should explore the data elements involved to determine whether all transfer and articulation issues can be answered from the present base. Revision or modification may be needed.

3. An example of the anticipatory action might be to study the credit loss patterns of out-of-state transfers to New Jersey senior colleges versus county college transfers to detect whether proslytizing is occurring. A concomitant study might be an analysis of community college transfers to out-of-state institutions in order to determine the extent to which county colleges are encouraging their students to leave their state.

County Colleges and State Colleges

1. All college catalogues should carry an official declaration of adhering to the Full-Faith-and-Credit Policy of New Jersey. Incomplete or inaccurate information related to FFAC should be removed. Catalogues should clearly describe all offices and programs related to transfer and articulation as well as the recommended 2+2 concept described

earlier.

2. State colleges should recognize that the base budget approach which succeeded the earlier practice of enrollment driven budgeting provides an opportunity for internal program priorities. National studies have demonstrated that upper division programming can be enhanced economically by associate degree graduate transfer students. Furthermore, the increased odds for actual graduation offers an investment to be realized in future years from alumni giving campaigns. Voluntary budget support for the upper division in the present system of base funding resides with the leadership of the state colleges. It is recommended that appropriate action be taken to avert potential future differential enrollment budgeting as has occurred in some states.

3. Both state colleges and county colleges should designate an official articulation/ transfer office responsible for articulation between the county colleges and state colleges. These offices should provide a range of equity-related services. An ombudsman function should be available for transfer students while a similar function should be provided for departments or individual faculty who, at either the state colleges or community colleges seek resolution of misunderstandings, establish communications or handle grievances ranging from credit transfer arguments to inappropriate textbook or course content offerings and so forth. The articulation/ transfer office has been a distinguishing characteristic in those states where transfer and articulation works best. Representatives should regularly be in attendance at all TAB meetings to enhance communication and cooperation.

4. The community colleges should strengthen their capability to provide students with accurate information on transferability of all of their degree programs, including clarification of the AAS as an applied/ practical education program that only should interface with baccalaureate level applied/ practical programs.

APPENDIX

LIST OF INTERVIEWEES

READINGS

LIST OF INTERVIEWEES - JUNE 9-11 VISIT OF DR. LOUIS BENDER

RE: TRANSFER ARTICULATION PAPER

New Jersey Department of Higher Education

T. Edward Hollander, Chancellor

Edward D. Goldberg, Assistant Chancellor for Academic Affairs

Frederick Kreisler, Acting Assistant Chancellor for Universities, Independent Colleges and Health Programs

Laurence R. Marcus, Director, Office for State Colleges

Narcisa A. Polonio Jones, Director, Office for Community Colleges

Betty Taylor, Assistant Director, Office for State Colleges

Linda Mather, Assistant Director, Office for State Colleges

Michael Villano, Program Associate, Office for Community Colleges

Transfer Advisory Board

Fred J. Abbate, General Manager of Corporate Communications, Atlantic Electric Company

Carlos Hernandez, Vice President of Academic Affairs, Jersey City State College

J. Harrison Morson, Dean for Student Services, Mercer County Community College

Mary Robertson-Smith, Vice President and Dean of Instructional Services, Bergen Community College

Richard White, Director of Educational Development, Merck and Company

Thomas Grites, Director of Academic Advising, Richard Stockton State College (received a letter articulating his views)

New Jersey Institute of Technology

Gary Thomas, Vice President for Academic Affairs

Rutgers, The State University

T. Alexander Pond, Executive Vice President and Chief Academic Officer

Marvin Greenberg, Senior Vice President for Program Development, Budgeting and Student Services

Paul L. Leath, Associate Provost for Academic Affairs

Rodney T. Hartnett, Institutional Research Associate

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